

Is RPL for you?

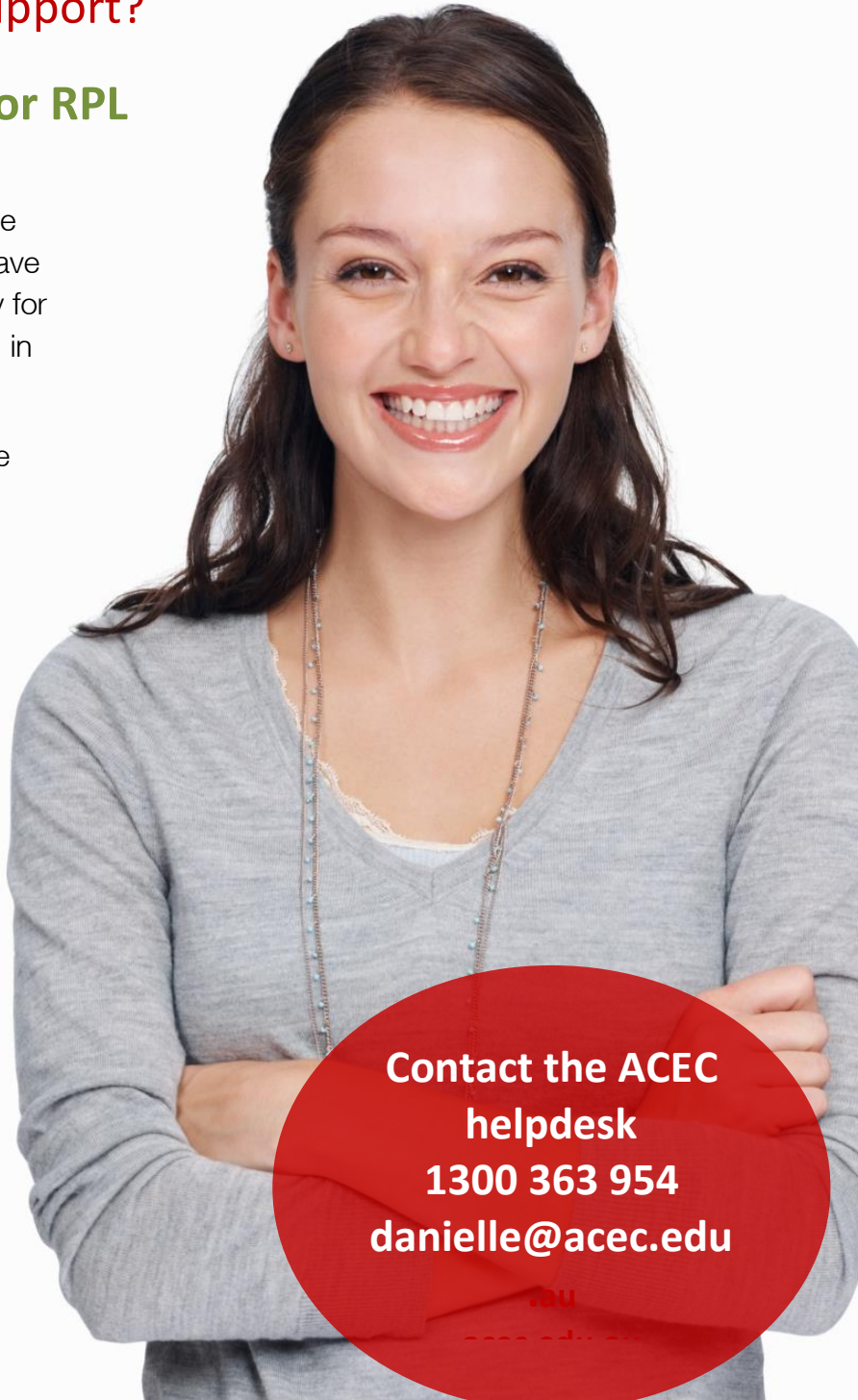
Have you been contributing to the Weekly Tasks with Centre Support?

You might already qualify for RPL

If you or anyone at your service is currently contributing to the weekly tasks as part of the Centre Support systems, you may already have enough knowledge and experience to qualify for recognition of prior learning for a Certificate III in Children's Services.

The Australian Community Education College is affiliated with Centre Support, so as a client of Centre Support, please consider us as your first stop when it comes to all of your training needs.

Call our helpdesk today for a complimentary initial assessment of whether you or someone in your team qualifies for an RPL, or perhaps a traineeship. Substantial government funding may be available to your service.



**Contact the ACEC
helpdesk
1300 363 954
danielle@acec.edu**

Australian Community
education college



How to use Centre Support video links.

We have placed video links here that you and your educators can click on and a video will pop up to teach you more about the section that the video link is next to.



Remember: Our material can be printed or used as a digital PDF copy and kept on your computer.



Management

Your team crave feedback on their weekly Centre Support professional development.

Getting appropriate feedback and seeing actions which come from their comments and reflections inspires them to keep on completing the professional development. It's important therefore that you read the Educators' section and make sure you and/or the Educational Leader:

- action the checklist results eg if educators ask for help by answering 'T' they get the help they need
- follow up their critical reflection ie help implement outcomes
- use their QIP contributions and display them.

Each week in the Nominated Supervisor section we will include:

- an area where you can set and monitor weekly goals
- a checklist based on the meeting indicators for the Element (this week it's based on the exceeding themes for Standard 1.2)
- a review of the Regulations that apply to the Element (or other relevant information if no Regs apply)
- information about employment practices from the Federal Government's Fair Work website

Please note the 'Partnerships with Families' document that comes with the email should be displayed somewhere families can easily see it eg near attendance book and on your social media site i.e. Facebook. It provides families with the opportunity to contribute to policy reviews as required under Element 6.1.2.



Weekly Goals

	<ol style="list-style-type: none"> 1. Set a goal for the week. Goal doesn't always need to link to NQS Element. A goal can be used to solve a challenge or be positive improvement i.e. learning area setup Click here for goal template. 2. Identify barriers 3. Track the goal daily 4. Celebrate achieved goal.
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Complete QIP

Help your educators write the QIP with the weekly professional development activities.

Why are you doing this? Your educators have discovered where your services' practice is compared to the NQS Guide (Comparing what you currently do and Monday, Tuesday and Wednesday's Exceeding checklist). If they have discovered practices, processes, checklist or areas they need to improve upon, help them improve. It could be with training, changing a checklist, a procedure or a physical area. Write this up in the QIP's improvement section. If your educators have discovered practice that is EXCEEDING, they then add 'How they are Exceeding', by typing it in below the question in the space provided.

Week 24, 3 to 7 August 2020- Standard 1.2, Practice



Educational Leader



Nominated Supervisor's NQS
Self-Paced Learning Modules

MONDAY TO FRIDAY
3 to 7 August 2020

Analysis of Centre Support – Part 1 [To see a completed sample of these pages click here](#)

Room or Group:

Section	Comment
Goal (Page 1)	
Checklist Theme 1 (Page 1)	
Checklist Theme 2 (Page 2)	
Checklist Theme 3 (Page 3)	
Critical Reflection (Page 5)	
Policy review (page 9)	
Critical Reflection Group (page 10)	

Use the information from the Critical Reflection on Page 6 right hand column (Step 2 Change Practice) and policy review to complete this section. **We strongly suggest all educators complete their own Critical Reflection page so they can contribute to the QIP.**

Actions identified from critical reflection and other sections from the weekly material

Input	Quality	Educator	Ideas to be actioned – these become your improvement plan	Date complete

As Nominated Supervisor and Educational Leader, you need to help your educators plan HOW they are going to action the improvements they identified.

Week 24, 3 to 7 August 2020- Standard 1.2, Practice

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Educational Leader



Nominated Supervisor's NQS
Self-Paced Learning Modules

MONDAY TO FRIDAY
3 to 7 August 2020

Analysis of Centre Support - Part 2, comment and give feedback to your educators from the 3 sections

Use the checklist from
page 2,3, 4

The checklist contains several sections with tables for recording observations. A red arrow points to the 'Quality of Learning Experiences' section.

Then use the QIP entry
from page 8

The QIP entry includes a title, a description of the practice, and a list of indicators. A red arrow points to the 'Quality of Learning Experiences' indicator.

Last step – if no adjustments are required, copy educators’ input from their Centre Support’s weekly professional develop sheets directly into your QIP’s strength section and display QIP so all educators can see how their valuable input creates your QIP.

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Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'exceeding the NQS'. If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or you may need help and training to do what's on the checklist.

Standard 1.2 Exceeding themes Practice

Please conduct this checklist and address issues that are identified

Embedded Practice

Is there evidence all educators always think carefully about the actions they take when implementing the curriculum to ensure the best outcomes for children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators always respond to each child's ideas and play using strategies that promote their participation and learning outcomes eg modelling and demonstrating, open-ended questioning, speculating, explaining and engaging in sustained shared conversations?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators always look for opportunities to extend each child's learning and do this by using open-ended questions, positive interactions, feedback and providing required resources?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators encourage each child to make choices and decisions about activities, experiences, routines, service events, resources etc?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators could explain to an assessor how their practice implements the EYLF/MTOP?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators could explain to an assessor how their practice reflects the service philosophy?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Critical Reflection

Is there evidence all educators regularly contribute to critical reflections that consider current recognised guidance (eg EYLF/MTOP)?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators regularly contribute to critical reflections about their teaching practices, including alternate ways to promote and extend children's learning and development?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators regularly contribute to critical reflections about educational theories/philosophies? Could they explain to an assessor how they draw on these and how this may have changed over time?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators regularly contribute to critical reflections which consider every child's circumstances and rights?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators regularly contribute to critical reflections to ensure children develop respect for and understanding of different cultures, including Australian Indigenous cultures?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you ensure all educators understand any changes to the way the EYLF/MTOP is implemented?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Engagement with families and community

Is there evidence all curricula reflect the service's unique geography, culture and community?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence in all curricula that educators welcome and consider the voices, priorities and strengths of children and families, and include children's views throughout the day?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Week 24, 3 to 7 August 2020- Standard 1.2, Practice

Is there evidence all educators regularly communicate with children's families/community to ensure they're familiar with each child's knowledge, strengths, ideas, culture, abilities and interests which they use to plan and implement the curriculum?

Yes No NA

Actions required to embed practice

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Regulation section

Law Section 168 Offence relating to required programs

The Approved Provider and Nominated Supervisor of an education and care service must ensure that a program is delivered to all children being educated and cared for by the service that —

- (a) is based on an approved learning framework; and
- (b) is delivered in a manner that accords with the approved learning framework; and
- (c) is based on the developmental needs, interests and experiences of each child; and
- (d) is designed to take into account the individual differences of each child.

Penalty: \$4,000, in the case of an individual.
\$20,000, in any other case.

Regulation 73 Educational Program

This Part applies in relation to the program (the educational program) that is required to be delivered under section 168 of the Law to a child being educated and cared for by an education and care service.

(2) An educational program is to contribute to the following outcomes for each child—

- (a) the child will have a strong sense of identity;
- (b) the child will be connected with and contribute to his or her world;
- (c) the child will have a strong sense of wellbeing;
- (d) the child will be a confident and involved learner;
- (e) the child will be an effective communicator.

Who has to do what?

The Approved Provider and Nominated Supervisor must make sure all educators plan a program which:

- implements the practices and principles of the EYLF or for Victoria the Victorian Early Years Learning and Development Framework
- helps children achieve the learning outcomes in the framework (which are identical to those in Reg 73)
- is based on the developmental needs, interests and experiences of each child
- provides for individual differences in each child.

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4.2.2 Professional standards

Professional standards guide practice, interactions and relationships.

Fair Work

The Federal Government's Fair Work website <https://www.fairwork.gov.au/> has a lot of simple, easy to understand information about employee entitlements as well as some useful templates. Each week we'll share information from the website. This week we look at [Allowances](#).

Allowances are extra payments made to employees who:

- do certain tasks or have a particular skill
- use their own tools at work
- work in unpleasant or dangerous conditions.

Allowances which must be paid to employees covered by the Children's Services Award are outlined in the Award's [Pay Guide](#) (p. 25) and include:

- broken shift allowance
- first aid allowance
- meal allowance
- laundry and ironing allowances
- vehicle allowance.

Allowances which must be paid to teachers covered by the Educational Services (Teachers) Award are outlined in the Award's [Pay Guide](#) (p 6) and include:

- director's allowance
- leadership allowance
- vehicle allowance

Allowances which must be paid to employees covered by the Clerk's private Sector Award are outlined in the Award's [Pay Guide](#) (p 44) and include:

- first aid allowance
- laundry allowance
- living away from home allowances
- meal allowance
- uniform allowance
- vehicle allowance.

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Additional reporting requirement for temporary closures of services

The Federal Government has emailed Services advising if you need to temporarily close for COVID-19 reasons you must report closures and re-openings clearly stating reason within 24 hours to:

1. Your [state or territory regulatory authority](#)
2. The Department of Education, Skills and Employment in your state or territory (contact details below) AND
3. **Via your third party software provider or via Operational Details in the [PEP](#). (NEW)**

Contact details for state and territory offices:

- NSW & ACT CCSAssessmentsNSWACT@dese.gov.au
- VIC CCSAssessments-VIC@dese.gov.au
- QLD CCSAssessments-QLD@dese.gov.au
- WA CCSAssessments-WA@dese.gov.au
- SA ChildcareSA@dese.gov.au
- TAS ChildcareTasmania@dese.gov.au
- NT ChildcareNT@dese.gov.au